

THE WINTERTON FEDERATION MEDIUM TERM PLAN ART Autumn Term YEAR 6

Flanders Field/Winterton at War – Plan Bee Unit	Learning Objective	Activity	Success Criteria
Session 1	To explore and discuss the work of WWI artists. <i>Response and opinion to art work</i>	Explore and discuss the artworks of some of the artists who were officially commissioned to record the war through drawing and painting. Analyse a chosen artwork in further detail. Share and explain thoughts, feelings and opinions of the artworks throughout the lesson.	I understand why the government commissioned official war artists. I ask and answer questions about different artworks. I can express my own thoughts and opinions about different artworks.
Session 2	To recreate artwork in the style of Paul Nash. <i>Artist study</i>	Explore in depth the work of official war artist, Paul Nash. Find out about Nash’s experiences of war, and how they influenced the artwork he created. Discuss opinions of his artwork, and the view of the war that he was trying to portray. Recreate one of Nash’s artworks to show what the landscape might have looked like prior to the war. Use an excerpt from a letter written by Nash to create own piece of landscape war art.	I know about the war experiences and viewpoints of the artist Paul Nash. I can discuss his artwork and my thoughts, feelings and opinions of it. I can create my own artwork based on the style of Paul Nash.
Session 3	To understand the power and use of propaganda art. <i>Use of IT?</i>	Find out how art, in the form of posters, was used as a tool for propaganda in WWI. Examine and discuss a range of posters created during the war, thinking about who they were aimed at, what image was used and why, and how effective they think it would have been. Design own posters based on the original slogans and images used.	I can identify and explain the features of WWI propaganda posters. I can create my own WWI propaganda poster. I can explain my own views on the use and power of propaganda art. I can combine graphics and text based on my research.
Session 4	To understand how dazzle camouflage was used in WWI. <i>Shape/pattern/use of colour</i>	Find out about dazzle camouflage, and how it was created and used during WWI with the aim of protecting ships from torpedo attacks. Challenge the children to design a new dazzle scheme for a ship using a given checklist. Alternatively, children will make and paint their own clay model of a dazzle-painted ship.	I can explain what dazzle camouflage was. I can explain how dazzle camouflage was intended to work. I can make my own dazzle camouflage design.

Session 5/6	<p>To create an artwork inspired by the poem 'In Flanders Fields'.</p> <p><i>Choice of media</i></p>	<p>Discover why the poppy has become an international symbol of remembrance for those who fought and died in war. Look at John McCrae's poem, 'In Flanders Fields', and use this as a basis for their artwork in their independent activities.</p>	<p>I can discuss and express my opinions of the poem, 'In Flanders Fields'.</p> <p>I understand how the poppy came to be an international symbol of remembrance.</p> <p>I can create their own artwork using a variety of art skills.</p>
Session 7/8	<p>I can create WW1/2 inspired artwork.</p> <p><i>Silhouette art, water colours, pastels, colour blending</i></p>	<p>Discuss silhouette art and images of remembrance. Children are to create their own remembrance silhouette using pastels/water colours – practise blending techniques with hot and cold colours.</p>	<p>I can create my own remembrance art.</p> <p>I can create silhouette art incorporating blending techniques.</p> <p>I can evaluate my art work.</p>